



Training Mentors Assessment for Truancy

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Pre-Test

- Please complete the pre-test evaluation in your packet of information.

Introductions

- Without using your work title.
- Who are you?



Objective:

- Training is not to duplicate
- To build capacity in mentoring
- To frame the work we do and will do for truants.

What is mentoring?

- Mentoring is a **planned process** of building friendship and offering support
- Mentoring is Relationship building where you offer:
 - 1) decision making, 2) problem solving, and 3) access resources
- Mentoring is more effective if done regularly (once a week) for an extended period of time

Social Bonding

Mentoring works when students **bond**

Measured using 4 constructs ...

1. **Attachment** (prosocial activities or persons)
2. **Commitment** (busy in proactive activities)
3. **Involvement** and (participation in)
4. **Belief** (values)

Stages of Change

1. **Pre-Contemplation** – Not expected change (Uninformed, tried before but failed, uncertain about their abilities)
2. **Contemplation** - Intend to change but uncertain, love-hate choices)
3. Preparation - ready to take action (has a plan of action)
4. Action – Made specific modification to change (has clear achievable steps).
5. Maintenance – Prevent behavior from returning
6. Termination – Next to no temptation to go back

Basic Skills

- Beginning the group by having group members discuss the agenda and agree on a plan for the meeting
- __Listening (*with appropriate use of non-verbal and verbal responses*)
- __Observing (*identifying actions congruent or incongruent with client's discussion*)
- __Reflecting (*reflecting both feeling, content and advance reflecting*)
- __Asking questions (*open & close-ended, problem/history, environment, goal*)
- __Summarizing (*a final summary of a topic during and at the end*)
- __Reaching consensus about problems, goals, and contracts
- __Ending the group with an evaluation (*asking client about the session*)
- __Summarizing plans and agreed on tasks for the next meeting
- Expressing interpersonal qualities of
__ Warmth, __ Respect, __ Empathy, __ Genuineness



DEFINING TRUANCY & TRUANTS

Objective:

To learn how to categorize and measure progress with truant population

Definition of Truancy

No nationally accepted
definition of chronic truancy

In Indiana:

10 or more unexcused absences

3 Types Truants

(Reid, 1999)

1. Specific lesson absence-

(students skip a particular class, i.e Math, English, or PE)

2. Post Registration truancy –

(students register for class as present then leaves),

3. Parental-Condoned truancy –

(parent agrees child can miss school for various reasons)

Current research often lumps all these students together as truants.

6 Categories of Truants

(Reid, 1999; Bonikowske, 1987)

- 1. Traditional** (shy, misses due to school conditions)
- 2. Psychological,** (fear, misses for emotional reasons)
- 3. Institutional,** (bully, misses due to school itself, not physically absent)
- 4. Generic,** (haphazardly misses school different reasons)
- 5. Recreational,** (misses for pleasure or to avoid a task)
- 6. **Life-style truants,** (marginal member, misses because there is no bond)

WHY STUDENTS TRUANT

Two major influences as to why students
truant:

1. *Push – factors* within the child

i.e Disliking school, Low intelligence, test performance, and Poor study habits

2. *Pull –* external factors beyond the child

i.e. unpopularity in school, Separation from parents, Broken home, Crime in family

(Rumberger, 1987)

Gentle-Genitty Model of Truancy Assessment & Work plan

- 1. Section A - DEMOGRAPHIC INFORMATION**
- 2. Section B - TYPE OF TRUANT**
- 3. Section C - CATEGORIES OF TRUANT**
- 4. Overall Report of the Truant (STATEMENT OF WORK RESPONSIBILITY)**
- 5. Theory USE & Plan of Action**
 - Assessing the problem**
 - Determining the Needs**
 - Determining the Resources**
- 6. Action Plan (Measurable Attainable Positive and Specific – MAPS)**
- 7. Weekly Report Sheet**

Refer to handout

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Theory USE & Plan of Action

Assessing the problem

☐ How do you feel about school? (i.e. Good, Bad, Sad, Happy, Disconnected, etc.)

☐ What do you think could be done to help you feel better about school?

☐ Who would you like to help you feel better about school?

☐ Do you think we can help you do this in 3months?

☐ Are you willing to try to make these changes?

☐

Determining the Needs

Let's list some of the barriers you think affects you from attending classes regularly?

1)

2)

3)

Determining the Resources

Let's list some of the resources you think you need in order to attend classes regularly?

(i.e. more opportunities or activities for to be involved, attached, and committed in so that you will value attending classes regularly).

1)

2)

3)

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Action Plan (Measurable Attainable Positive and Specific – MAPS)

Week 1: To identify all the lessons Johnny dislikes or has difficulty with

1) Assess current attendance: Of this week how many days of school did you miss?

2) Of this week how many classes did you miss?

Week 2: To work with Johnny to determine 2 alternatives for missing classes he dislikes

1) Assess current attendance: Of this week how many days of school did you miss?

2) Of this week how many classes did you miss?

Week 3: To practice using the 2 alternatives to missing classes & determine 3 strategies to improve his commitment to doing well in the classes he dislikes

1) Assess current attendance: Of this week how many days of school did you miss?

2) Of this week how many classes did you miss?

Week 4: Invite teacher and parent for one consultation on how to get the Johnny more involved in his school, with his teachers, and classes.

1) Assess current attendance: Of this week how many days of school did you miss?

2) Of this week how many classes did you miss?

Week 5: Discuss strategies with Johnny and get his buy in. Implement the strategies he feels comfortable using

1) Assess current attendance: Of this week how many days of school did you miss?

2) Of this week how many classes did you miss?

Week 6:

1) Assess current attendance: Of this week how many days of school did you miss?

2) Of this week how many classes did you miss?

Week 7:

1) Assess current attendance: Of this week how many days of school did you miss?

2) Of this week how many classes did you miss?

Week 8:

1) Assess current attendance: Of this week how many days of school did you miss?

2) Of this week how many classes did you miss?

Week 9:

1) Assess current attendance: Of this week how many days of school did you miss?

2) Of this week how many classes did you miss?

Week 10:

1) Assess current attendance: Of this week how many days of school did you miss?

2) Of this week how many classes did you miss?

Week 11:

Week 12:

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Weekly Report Sheet

Name of Student: _____

Name of Mentor: _____

Date: _____

Week 1: To identify all the lessons Johnny dislikes or has difficulty with

1) Assess current attendance: Of this week how many days of school did you miss?

2) Of this week how many classes did you miss?

Summary of Week 1:

Practice and Evaluation

Directions:

Time: 30 min. 10 min each

Form 4 groups of 3,

1. Take one of the case scenarios
2. Role play the role of a **student, mentor, and peer supervisor**
3. Rotate role until each person has gotten a chance to practice

Use the skills learned in this session to do the following:

1. Begin the meeting
2. Identify what type of truant the student is
3. Discuss why the student misses school
4. What he/she plans to do to address the behavior
5. At least 2 action steps to change the behavior.

Use the *Truancy Assessment Model and Work plan* as you guide



Questions & Post Test Evaluation